DOCUMENT RESUME

ED 118 197 JC 760 123

TITLE	Fall 1975 Entering Students Continuing in the Same Community College in Spring 1976; Hawaii, Honolulu, Maui, and Windward Community Colleges. Student Flow Project, Report No. 5.
INSTITUTION	Hawaii Univ., Honolulu. Community Coll. System.
PUB DATE	Mar 76
NOTE	30p.; For related documents, see JC 760 069, 070, and 071. Not available in hard copy due to marginal legibility of original document. Some tables may not film clearly
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	*College Choice; Community Colleges; Educational Experience; *Educational Objectives; *Followup Studies; *Junior Colleges; Junior College Students; Longitudinal Studies; Participant Satisfaction; *Student Attitudes; Student Interests; Student Opinion
IDENTIFIERS	*Hawaii

ABSTRACT

As a part of a longitudinal study of student progress through the Hawaii community colleges, four campuses--Hawaii, Honolulu, Maui, and Windward--participated in a study of fall 1975 entering students continuing in the same college in spring 1976. The fall 1975 entering group numbered 3,924. Of the 2,790 who returned in the spring, 2,104 (75.4 percent) returned a survey administered at registration. Most students at Hawaii, Maui, and Windward listed "close and convenient" as the chief reason for college selection, but availability of a desired program also attracted students to Honolulu Community College. About 90 percent of the students said that they planned to continue their educations in fall 1976--most of them by returning to their present campus. The students considered only eight of the 16 student goals listed on the survey form as being important to them, and rated these eight according to the degree to which their expectations had been fulfilled. Students evaluated their community college experience by reacting to 11 items; on all four campuses, instructors' backgrounds and helpfulness received the best average ratings. Observations are made on the characteristics of the various campuses with regard to both their programs and student populations. Data are tabulated throughout, and the survey instrument is appended. (NHM)

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ED118197

FALL 1975 ENTERING STUDENTS CONTINUING IN THE SAME COMMUNITY COLLEGE IN SPRING 1976 HAWAII, HONOLULU, MAUI, AND WINDWARD COMMUNITY COLLEGES

Report No. 5

Student Flow Project

March 1976

Office of the Chancellor for Community Colleges
Institutional Research Unit
University of Hawaii

JC 760 123

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TABLE OF CONTENTS

		Page
A.	Introduction	1
	1. Purposes of the Survey	1
	2. Administration of the Questionnaire	1
	3. Plan for Analysis	2
B.	The Returns	3
	1. Percentage of Returns	3
	2. Representativeness Data	4
C.	Organization of this Report	5
D.	Findings	5
	1. Selection of a Particular Community College	5
	2. Fall 1976 Plans	9
	3. Important Student Goals and Degree of Fulfillment	12
	4. Evaluations of the Community College Experience	17
D.	Concluding Comments	20
Appendix A.	The Questionnaire	23

LIST OF TABLES

Table		Page
1	Fall 1975 Entering Students; Participating and Non-Participating Colleges	2
2	Returns, by Campus	3
3	Representativeness Data	4
4	Representativeness Data: Hawaii, Honolulu, Maui, and Windward Community Colleges	6
5	Reasons for Attending this Community College	7
6	Most Convenient College	8
7	Reasons for Not Attending Most Convenient College	9
8	Fall 1976 Plans	10
9	Future College of Students Who Plan to Transfer in Fall 1976	12
10	Important Student Goals and Average Degree of Fulfillment	13
11	Evaluations of Community College Experience	18

LIST OF FIGURES

Figure		Page
1	Fall 1976 Plans of Continuing Students, by Program and Campus	11
2	Number and Percentage of Continuing Students Who Considered the Goal Important, by Campus	15
3	Evaluation of Community College Experience, by Campus Average Ratings	19

A. Introduction

Students entering the community colleges in Fall 1975 are an important group in the student flow project. Their persistence rates will be studied for six semesters, and surveys will be administered from time to time to gather additional data on student progression and non-progression through the community colleges.

This report--a study of Fall 1975 entering students continuing in the same community college in Spring 1976--is the first of two dealing with persistence one semester after entry. The second will be issued in the near future and will deal with students not continuing their education in Spring 1976.

1. Purposes of the Survey

Several areas of interest were considered in formulating the questions to be administered to continuing students:

a. reasons for selecting a particular community college

b. reasons for not selecting the nearest or most convenient community college

c. Fall 1976 plans

d. important student goals and degree of fulfillment

e. evaluation of community college experience

The last two areas were provided for by adopting the same format used in the Survey of 1971-72 Graduates. (See Appendix A for a copy of the questionnaire.)

The purposes of this survey of continuing students among the Fall 1975 entering group were: (a) to understand better why students select a particular community college; (b) to obtain information on student goals considered important at, or close to, time of entry and to assess the degree to which student expectations were fulfilled during the first semester; and (c) to give students an opportunity to evaluate their first semester's experience in the community college.

These kinds of data should prove helpful to college faculty and administrators in their planning and evaluation efforts, for the survey should enable college personnel to have a better understanding of the motivations and reactions of their students.

2. Administration of the Questionnaire

The Fall 1975 entering group numbered 8,979, and it is estimated that about 6,000 might be continuing students in Spring 1976. The distribution of questionnaires by mail would be costly, so we turned to the deans of students for their assistance. It was our hope that the questionnaires might be distributed and completed during the spring registration period

We realized, however, that registration day might be a hectic period for students. After some discussion, it was decided to administer the questionnaire only on those campuses which were able and willing to do so during the registration period with the dean of students being the contact person.

Four campuses agreed to participate in this survey of continuing students--Hawaii, Honolulu, Maui, and Windward Community Colleges. They enrolled 3,924 (44 percent) of the 8,979 entering students in Fall 1975.

A comparison of the four participating and three non-participating community colleges is found in Table 1. While the mix of new and transfer students is quite similar for both participating and non-participating colleges, the distributions by sex and by program (liberal arts, vocational education, unclassified) are very different.

TABLE 1

FALL 1975 ENTERING STUDENTS
PARTICIPATING AND NON-PARTICIPATING COLLEGES

Characteristics	Total: 7 Colleges		Participating: 4 Colleges[a]		Non-Participating: 3 Colleges[b]	
	No.	%	No.	%	No.	%
Total	8,979	100.0	3,924	100.0	5,055	100.0
New	6,577	73.2	2,838	72.3	3,739	74.0
Transfer	2,402	26.8	1,086	27.7	1,316	26.0
Sex						
Male	4,739	52.8	2,332	59.4	2,407	47.6
Female	4,234	47.2	1,592	40.6	2,642	52.3
No Data	6	<0.1	0	0.0	6	0.1
Program						
Liberal Arts	4,300	47.9	1,606	40.9	2,694	53.3
Voc. Educ.	3,680	41.0	1,855	47.3	1,825	36.1
Other	999	11.1	463	11.8	536	10.6

[a]Participating: Hawaii, Honolulu, Maui, Windward
[b]Non-Participating: Kapiolani, Kauai, Leeward

3. Plan for Analysis

Several factors were dominant in planning the analysis for this survey:

a. In view of the differences in basic characteristics between the participating and non-participating colleges, generalizations for the community colleges, as a whole, cannot be made.

b. Since the questionnaires were to be administered during the registration period, a high rate of return was anticipated.

c. The characteristics of new and transfer students are somewhat different.

With these considerations in mind, we developed the following plan for analysis:

a. Representativeness data would compare the basic characteristics of the respondent group with those of the four-college sub-total, so findings could be interpreted appropriately.

b. Data for the four colleges would give frequencies for each question, by nature of response. In addition, statistical tests of significance would be applied by using the computer program--"Statistical Program for the Social Sciences."

c. Responses to each question would be analyzed, by student characteristics--sex, age, grade point average, program, campus, entry status (new or transfer).

d. Computer reports would be prepared for the total respondent group.

e. In addition, separate computer reports would be prepared for each of the four campuses so that campus personnel would have an opportunity to study the details of their student responses.

After keypunching, all questionnaires would be returned to the appropriate campus for study and analysis of the suggestions made by students for improving their community college.

B. The Returns

1. Percentage of Returns

Data on the returns, by campus, are found in Table 2. Honolulu had the highest rate of return--88 percent--and Maui had the lowest--57 percent, with the total rate of return for the four community colleges being 75 percent.

It is also interesting to note that the continuation rates for those four colleges vary from a high of 77 percent at Hawaii to a low of 65 percent at Maui Community College.

TABLE 2
RETURNS, BY CAMPUS

Campus	Fall 1975 Entering Students	Spring 1976 Continuing Students		Survey Respondents	
		No.	%[a]	No.	%[b]
Total	3,924	2,790	71.1	2,104	75.4
Hawaii	748	572	76.5	423	74.0
Honolulu	1,831	1,330	72.6	1,164	87.5
Maui	816	533	65.3	301	56.5
Windward	529	355	67.1	216	60.8

[a]Percent based on Fall 1975 entering students.
[b]Percent based on Spring 1976 continuing students.

2. Representativeness Data

The data in Table 3 indicate that the responding group is quite different from the total continuing students. Chi-square analysis of respondents and non-respondents on several characteristics was conducted, and statistically significant differences were found on the following: sex, age, program, and campus at the .001 level and entry status at the .05 level. This finding meant that the results should not be summarized for the total because respondents were significantly different from non-respondents.

TABLE 3

REPRESENTATIVENESS DATA

Characteristic	Total Continuing Students		Responding Group	
	No.	V%	No.	V%
Total	2,790	100.0	2,104	100.0
Male	1,732	62.1	1,363	64.8
Female	1,058	37.9	741	35.2
Age				
18 and under	1,085	38.9	882	41.9
19-21	575	20.6	453	21.5
22-24	258	9.2	193	9.2
25-29	353	12.7	247	11.7
30 and over	519	18.6	329	15.6
Fall 1975 Grade Point Average				
3.5 and above	770	27.6	562	26.7
3.0-3.4	706	25.3	532	25.3
2.0-2.9	843	30.2	656	31.2
Below 2.0	471	16.9	354	16.8
Program				
Liberal Arts	1,134	40.6	835	39.7
Vocational Education	1,467	52.6	1,176	55.9
Other	189	6.8	93	4.4
Campus				
Hawaii	572	20.5	423	20.1
Honolulu	1,330	47.7	1,164	55.3
Maui	533	19.1	301	14.3
Windward	355	12.7	216	10.3
Entry Status				
New	2,114	75.8	1,616	76.8
Transfer	676	24.2	488	23.2

We then studied representativeness data for each campus individually and for various combinations of campuses. Since the latter also showed many differences between respondents and non-respondents, we decided that our best approach would be to report on the findings of each campus. Representativeness data for the individual campuses are found in Table 4.

Windward Community College's respondents were representative of continuing students in every respect, followed by Hawaii Community College. Maui's respondents were not representative of the total in terms of sex and age, but Honolulu showed the greatest differences--sex, age, grade point average, and program. Despite the very high rate of return for Honolulu (88 percent), findings should be interpreted with caution.

C. Organization of This Report

Responses to each question in the survey form for the four community colleges individually will be summarized in this report. If statistically significant differences are found in the responses of students, by characteristics, on a particular campus, they will be noted in this report, but details will not be presented. A supplement, Statistical Details (Student Flow Project Report No. 5A) will include the computer tables which show statistically significant differences in the responses of students, by campus and characteristic.

D. Findings

1. Selection of a Particular Community College

Two questions in the survey dealt with the student's selection of a particular community college: (a) why is he attending the present institution and (b) if applicable, why is he not attending the nearest or most convenient community college using his permanent home address as the base.

Data on why students are attending the present college are found in Table 5. Also presented are student characteristics which show statistically significant differences in the selection of reasons. Among the noteworthy results are:

a. Continuing students in the four community colleges showed a great variation in the reasons for attending their community college:

   (1) 90 percent of Windward students are there because the college is "close and convenient," as are about 2/3 of Hawaii's and Maui's students. Only 29 percent of Honolulu's students chose this reason.

   (2) 55 percent of Honolulu's students are registered there because a desired program is available.

   (3) "Low cost" was the sole reason selected by 12 percent of Maui's students; 9 percent, Hawaii; 4 percent, Honolulu; and 2 percent, Windward. (If multiple responses are analyzed, "low cost" was an important reason--see page 7.)

TABLE 4

REPRESENTATIVENESS DATA
HAWAII, HONOLULU, MAUI, WINDWARD COMMUNITY COLLEGES

Characteristic	HAWAII CC				HONOLULU CC				MAUI CC				WINDWARD CC			
	Total Cont. Students		Responding Group		Total Cont. Students		Responding Group		Total Cont. Students		Responding Group		Total Cont. Students		Responding Group	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Total	572	100.0	423	100.0	1,330	100.0	1,164	100.0	532	100.0	301	100.0	335	100.0	216	100.0
Male	309	54.0	236	55.8	961	72.3	881	75.7	274	51.4	141	46.8	188	53.0	105	48.6
Female	263	46.0	187	44.2	369	27.7	283	24.3	259	48.6	160	53.2	167	47.0	111	51.4
AGE																
18 and under	273	47.7	206	48.7	486	36.5	467	40.1	217	40.7	146	48.5	109	30.7	63	29.2
19 - 21	100	17.5	70	16.5	300	22.6	275	23.6	97	18.2	64	21.3	78	22.0	44	20.4
22 - 24	45	7.9	28	6.6	136	10.2	119	10.2	43	8.1	25	8.3	34	9.6	21	9.7
25 - 29	74	12.9	55	13.0	162	12.2	132	11.3	76	14.3	34	11.3	41	11.5	26	12.0
30 and over	80	14.0	64	15.1	246	18.5	171	14.7	100	18.8	32	10.6	93	26.2	62	28.7
FALL 1975 GPA																
3.5 and above	135	23.6	101	23.9	328	24.7	269	23.1	172	32.3	101	33.6	135	38.0	91	42.1
3.0 - 3.4	153	26.7	116	27.4	319	24.0	277	23.8	145	27.2	84	27.9	89	25.1	55	25.5
2.0 - 2.9	175	30.6	130	30.7	426	32.0	392	33.7	158	29.6	88	29.2	84	23.7	46	21.3
Below 2.0	109	19.1	76	18.0	257	19.3	226	19.4	58	10.9	28	9.3	47	13.2	24	11.1
PROGRAM																
Liberal Arts	149	26.0	114	27.0	415	31.2	390	33.5	261	49.0	144	47.8	309	87.0	187	86.6
Vocational Ed.	388	67.8	288	68.1	841	63.2	743	63.8	226	42.4	136	45.2	12	3.4	9	4.2
Other	35	6.1	21	5.0	74	5.6	31	2.7	46	8.6	21	7.0	34	9.6	20	9.3
ENTRY STATUS																
New	469	82.0	356	84.2	988	74.3	868	74.6	402	75.4	235	78.1	255	71.6	157	72.7
Transfer	103	18.0	67	15.8	342	25.7	296	25.4	131	24.6	66	21.9	100	28.2	59	27.3
Level of statistical significance for respondents and non-respondents[a]	Entry*				Sex*** Age*** GPA*** Program***				Sex* Age***							

[a]Based on chi-square analysis and denoted thus: * .05 level
** .01 level
*** .001 level

b. Both Hawaii and Maui students did not differ significantly in their responses, by characteristics. Windward's did by entry status, and Honolulu, by sex, age, grade point average, and program. (See Statistical Details for appropriate tables.)

TABLE 5

REASONS FOR ATTENDING THIS COMMUNITY COLLEGE

Reasons	Hawaii		Honolulu		Maui		Windward	
	No.	V%	No.	V%	No.	V%	No.	V%
Total	419	100.0	1,156	100.0	300	100.0	216	100.0
Close and convenient	287	68.5	331	28.6	203	67.7	194	89.8
Low cost	39	9.3	49	4.2	37	12.3	4	1.9
Desired program	65	15.5	633	54.8	29	9.7	5	2.3
Relatives' advice	6	1.4	41	3.5	3	1.0	4	1.9
College reputation	4	1.0	18	1.6	2	0.7	3	1.4
Leave home	9	2.1	11	1.0	12	4.0	0	0.0
Denied admission	6	1.4	46	4.0	2	0.7	4	1.9
Other	3	0.7	27	2.3	12	4.0	2	0.9
Level of statistical significance[a]			Sex** Age*** GPA* Program***				Entry*	

[a]Based on chi-square analysis and denoted thus: * .05 level
** .01 level
*** .001 level

Many students checked more than one reason for their selection of a college. The combinations predominantly included close and convenient and numbered:

	Hawaii	Honolulu	Maui	Windward
low cost	79	79	62	69
desired program	56	107	27	19
relatives' advice	17	24	8	8
college reputation	14	26	9	13
leave home	1	1	2	0
denied admission	1	4	0	0
other	1	2	2	4

In all, 28 percent of the students at Hawaii checked low cost, as did 11 percent at Honolulu, 33 percent at Maui, and 34 percent at Windward.

The survey also asked students to indicate the nearest or most convenient community college (Table 6). If they were not attending that college, students were asked to indicate their reasons. Their responses are summarized in Table 7.

As expected, Hawaii Community College was the most convenient for 93 percent of students enrolled there and Maui for 95 percent of students registered there. Windward students indicated that that college was most convenient for 94 percent of them. The pattern at Honolulu, however, was different: only 42 percent of its students indicated that Honolulu was the most convenient college. This is not surprising since many of Honolulu's students are enrolled there because a desired program is available. This is reflected in Table 7 which shows that 44 percent of students at Honolulu are not attending their most convenient college because a desired program is not available there.

TABLE 6

MOST CONVENIENT COLLEGE

Most Convenient College	Hawaii		Honolulu		Maui		Windward	
	Total	V%	Total	V%	Total	V%	Total	V%
Total	421	100.0	1,160	100.0	301	100.0	216	100.0
Hawaii	391	92.9	19	1.6	3	1.0	0	0.0
Honolulu	3	0.7	486	41.9	1	0.3	4	1.9
Kapiolani	7	1.7	307	26.5	2	0.7	6	2.8
Kauai	5	1.2	13	1.1	4	1.3	0	0.0
Leeward	4	1.0	160	13.8	3	1.0	3	1.4
Maui	8	1.9	12	1.0	287	95.3	0	0.0
Windward	3	0.7	163	14.1	1	0.3	203	94.0
Level of statistical significance[a]			Sex* Age*** Program*** Entry**				Age* Entry**	

[a]Based on chi-square analysis and denoted thus: * .05 level, ** .01 level, *** .001 level

TABLE 7

REASONS FOR NOT ATTENDING MOST CONVENIENT COLLEGE

Attendance and Reasons for Non-Attendance	Hawaii		Honolulu		Maui		Windward	
	No.	V%	No.	V%	No.	V%	No.	V%
Total	421	100.0	1,161	100.0	301	100.0	216	100.
Attending	390	92.6	492	42.4	288	95.7	201	93.
Not Attending:	31	7.4	669	57.6	13	4.3	15	6.
Program unavailable	14	3.3	506	43.6	3	1.0	3	1.
Relatives' advice	5	1.2	44	3.8	2	0.7	4	1.
Counseling inadequate	0	0.0	3	0.3	0	0.0	0	0.
Facilities inadequate	1	0.2	24	2.1	1	0.3	0	0.
Students not congenial	0	0.0	2	0.2	0	0.0	0	0.
Reputation negative	1	0.2	12	1.0	0	0.0	0	0.
Other	10	2.4	78	6.7	7	2.3	8	3.
Level of statistical significance[a]			Age*** Program*** Entry**					

[a]Based on chi-square analysis and denoted thus: * .05 level
** .01 level
*** .001 level

2. Fall 1976 Plans

Students had a variety of plans for Fall 1976, although the great majority, ranging from 73 percent at Windward to 85 percent at Hawaii and Honolulu, intend to return to their respective campuses for further study. Plans to transfer to another institution were also expressed by students, ranging from 6 percent of Hawaii's students to 22 percent of Windward's. Relatively few planned to work, either full- or part-time, or to look for work. Even fewer expected to care for family or home or to serve in the military. (See Table 8.) However, if multiple responses are considered, the distribution is somewhat different.

Many students had dual Fall 1976 plans, and most were combinations of return to this campus and numbered:

	Hawaii	Honolulu	Maui	Windward
attend another college	6	17	2	4
work, full-time	12	41	6	14
work, part-time	46	161	36	28
look for work	16	27	4	5
care for home	14	13	2	4
serve in military	1	0	0	0
other	0	2	0	0

It is clear that many students intend to continue their education in Fall 1976, but they also plan to work, especially on a part-time basis.

Table 8 also indicates characteristics which showed statistically significant differences in response. Since "program" is a significant item for all of the four campuses, Figure 1 was prepared to illustrate the Fall 1976 plans of continuing students on each campus, by program. Other significant items were age and "reason for attending this community college" (3 campuses).

TABLE 8

FALL 1976 PLANS

Plans	Hawaii		Honolulu		Maui		Windward	
	No.	V%	No.	V%	No.	V%	No.	V%
Total	418	100.0	1,160	100.0	297	100.0	212	100.0
Return to this campus	356	85.2	989	85.3	221	74.4	154	72.6
Attend other college	26	6.2	91	7.8	43	14.5	46	21.7
Work, full-time	15	3.6	20	1.7	15	5.1	4	1.9
Work, part-time	6	1.4	22	1.9	1	0.3	1	0.5
Look for work	5	1.2	13	1.1	7	2.4	1	0.5
Care for family	2	0.5	0	0.0	3	1.0	0	0.0
Serve in military	1	0.2	6	0.5	0	0.0	1	0.5
Other	7	1.7	19	1.6	7	2.4	5	2.4
Level of statistical significance[a]	Program*** Reasons[b]***		Age*** Program*** Entry* Reasons***		Age* Program*** GPA**		Age* Program* Reasons*	

[a]Based on chi-square analysis and denoted thus: * .05 level
** .01 level
*** .001 level

[b]Reasons for attending this community college.

Students who plan to transfer to another institution in Fall 1976 were asked to indicate their future college, and their responses are presented in Table 9. The Manoa campus was the most popular although there was quite a range--15 percent of Hawaii's students with transfer plans to 56 percent of Maui's selected the Manoa campus. Kapiolani Community College was selected by about one-fifth of students with transfer plans at Honolulu and Windward.

FIGURE 1

FALL 1976 PLANS OF CONTINUING STUDENTS, BY PROGRAM AND CAMPUS
(In Percentages)

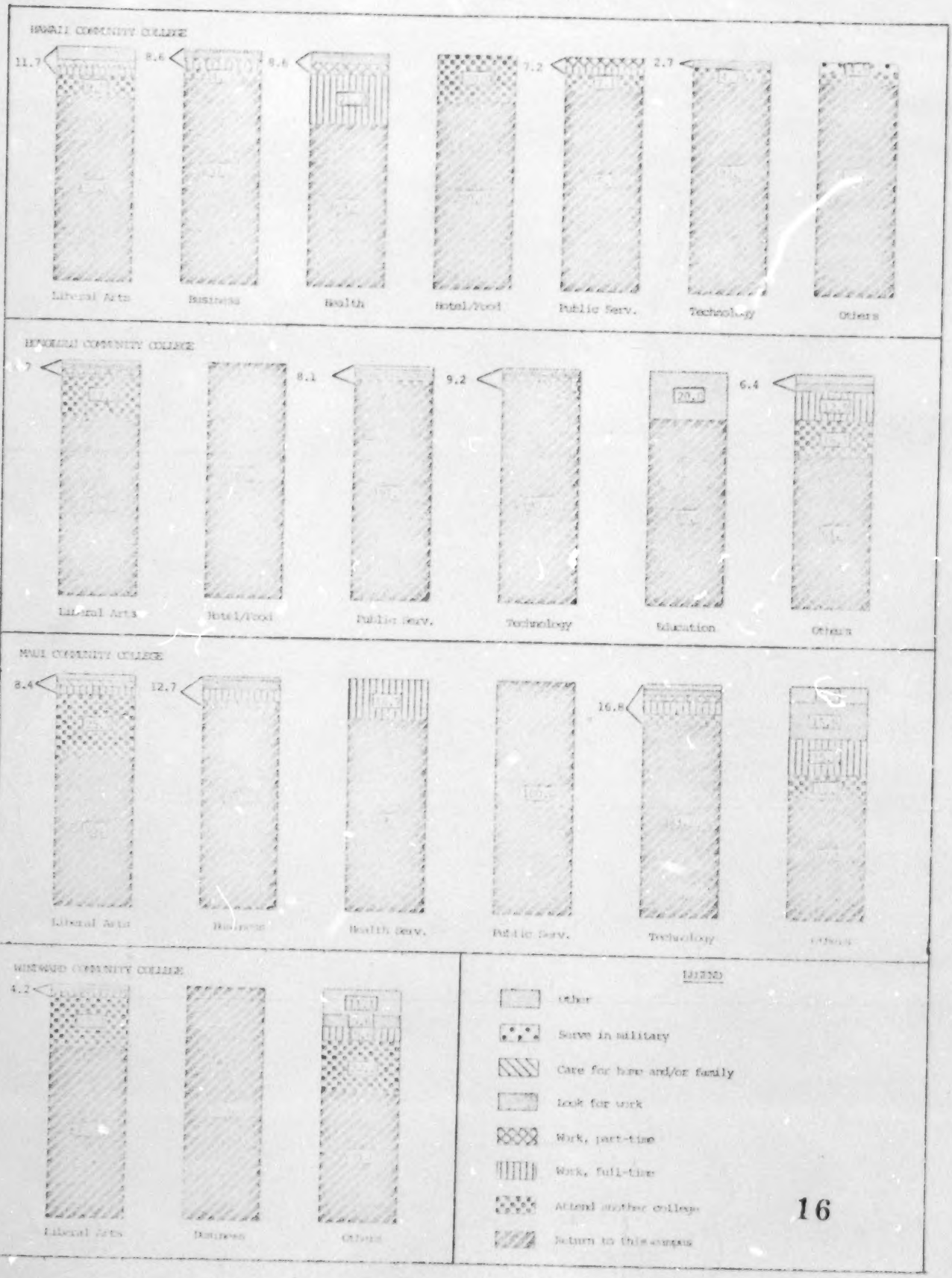


TABLE 9

FUTURE COLLEGE OF STUDENTS WHO PLAN TO TRANSFER IN FALL 1976

Future College	Hawaii		Honolulu		Maui		Windward	
	No.	V%	No.	V%	No.	V%	No.	V%
Total	26	100.0	91	100.0	43	100.0	46	100.0
Hawaii CC	0	0.0	0	0.0	0	0.0	0	0.0
Honolulu CC	2	7.7	0	0.0	2	4.7	2	4.3
Kapiolani CC	3	11.5	19	20.9	2	4.7	11	23.9
Kauai CC	0	0.0	0	0.0	0	0.0	0	0.0
Leeward CC	0	0.0	6	6.6	0	0.0	0	0.0
Maui CC	0	0.0	0	0.0	0	0.0	1	2.2
Windward CC	0	0.0	1	1.1	0	0.0	0	0.0
Hilo	7	26.9	1	1.1	4	9.3	0	0.0
Manoa	4	15.4	43	47.3	24	55.8	18	39.1
Other	10	38.5	21	23.1	11	25.6	14	30.4
Level of statistical significance[a]	Program*		Reasons*		Program***			

[a]Based on chi-square analysis and denoted thus: * .05 level
** .01 level
*** .001 level

3. Important Student Goals and Degree of Fulfillment

The questionnaire used the same format as that of the Survey of 1971-72 Graduates: there were 16 goals listed and students checked those which they considered important and also indicated the degree to which their expectations had been fulfilled along a five-point scale. Table 10 includes data on the responses of students as well as data on student characteristics which showed statistically significant differences in average degree of fulfillment.

Before discussing the findings in Table 10, it should be noted that the average number of goals considered important was quite similar among the campuses:

Hawaii	8.3
Honolulu	8.3
Maui	8.2
Windward	7.8

TABLE 10

PERCENT STUDENT GOALS AND AVERAGE DEGREE OF FULFILLMENT

Goal	BOOKS				HOMELIFE				RACE				WORKLIFE			
	Important		Ave. Deg. of Fulfillment[b]	Levels of Stat. Significance[c]	Important		Ave. Deg. of Fulfillment[b]	Levels of Stat. Significance[c]	Important		Ave. Deg. of Fulfillment[b]	Levels of Stat. Significance[c]	Important		Ave. Deg. of Fulfillment[b]	Levels of Stat. Significance[c]
	No.	Percent[a]			No.	Percent			No.	Percent			No.	Percent		
Self-confidence	246	58.2	2.3		676	58.1	2.3	Sex*; Age*; GPA***	192	63.8	2.4		124	57.4	2.2	Age*
Adult setting	200	47.3	2.2	Sex*; Entry*	538	46.2	2.0	GPA**	147	48.8	2.2	Sex**	113	52.3	1.7	
Learning	207	48.9	2.2	Age*	631	54.2	2.0	Age***; GPA***	172	57.1	2.1	Program*	143	66.2	1.9	Age***
Good teachers	209	49.4	2.1		625	53.7	2.0	Age**; GPA**	163	54.2	2.2	Sex*	126	58.3	2.0	Entry*
Friends	249	58.9	1.9	Entry**	591	50.8	2.1	Age**; GPA**; Program**	183	60.8	2.0		101	46.8	1.9	
Broad education	263	62.2	2.2		726	62.4	2.2	Age**; GPA***; Program*	181	60.1	2.3		137	63.4	2.1	
Vocational orientation	198	46.8	2.5	Program*	489	42.0	2.3	Program***	129	42.9	2.5	Program*	79	36.6	2.4	GPA*; Fall Plans*
New interests	93	22.0	2.8	Sex*; Age*	308	26.5	2.4	Age**; GPA**	82	27.6	2.4		83	38.4	2.2	
Course variety	219	52.2	2.7	Program*	616	52.9	2.3		171	56.8	2.6	Sex*; Prog*	137	63.4	2.7	
Occupational training	276	65.2	2.4	Program***	721	61.9	2.2	Age*; GPA***; Program***; Entry**	166	55.1	2.4	Program***	69	31.9	2.4	Age**
Practical experience	274	64.8	2.2	Program***	704	60.5	2.3	Age**; GPA**; Program***; Entry***	159	52.8	2.3	Program***	81	37.5	2.6	
Job preparation	236	55.8	2.6	Entry*	661	56.8	2.4	Program**; Entry**	140	46.5	2.6	Program**	95	44.0	2.6	
Further education	237	56.0	2.5	Entry**	726	62.4	2.1	Age**; GPA***	188	62.5	2.3	Age***	139	64.4	2.1	
Degree/certificate	257	60.8	2.6	Program**; Fall Plans*	718	61.7	2.4	Age*; GPA***; Program**	166	55.1	2.6	Sex*; Prog**; Fall Plans**	110	50.9	2.3	
Family expectations	133	31.4	2.4	Program*; Fall Plans*	350	30.1	2.2	GPA***	91	30.2	2.2	Age*	46	21.3	2.2	
Quality program	208	49.2	2.5	Program**	616	52.9	2.3	Age**; GPA*; Entry*	147	48.8	2.4	Sex***; Age*	91	42.1	2.3	

[a] Percent = $\frac{\text{Number who considered the goal important}}{\text{Number of respondents on that variable}}$

[b] Average degree of fulfillment": students rated important goals on a five-point scale with "1" meaning "largely fulfilled."

[c] Result of analysis of variance and denoted thus: * .05 level
** .01 level
*** .001 level

In view of the fact that there were 16 goals listed, the above averages show that about half were considered important to continuing students.

The goals which were considered important by the greatest percentage of students on each campus as well as those considered important by the smallest percentage are:

	Most Important Goals	Least Important Goals
Hawaii	occupational training and practical experience (65%), broad education (62%)	new interests (22%), family expectations (31%)
Honolulu	broad education, further education, occupational training, and degree (62%)	new interests (27%), family expectations (30%)
Maui	self-confidence (64%), further education (63%), friends (61%)	new interests (28%), family expectations (30%)
Windward	learning (66%), further education (64%), broad education and course variety (63%)	family expectations (21%), occupational training (32%

To summarize the most important goals:

a. Broad education: Hawaii, Honolulu, Windward

b. Further education: Honolulu, Maui, Windward

c. Occupational training: Hawaii, Honolulu

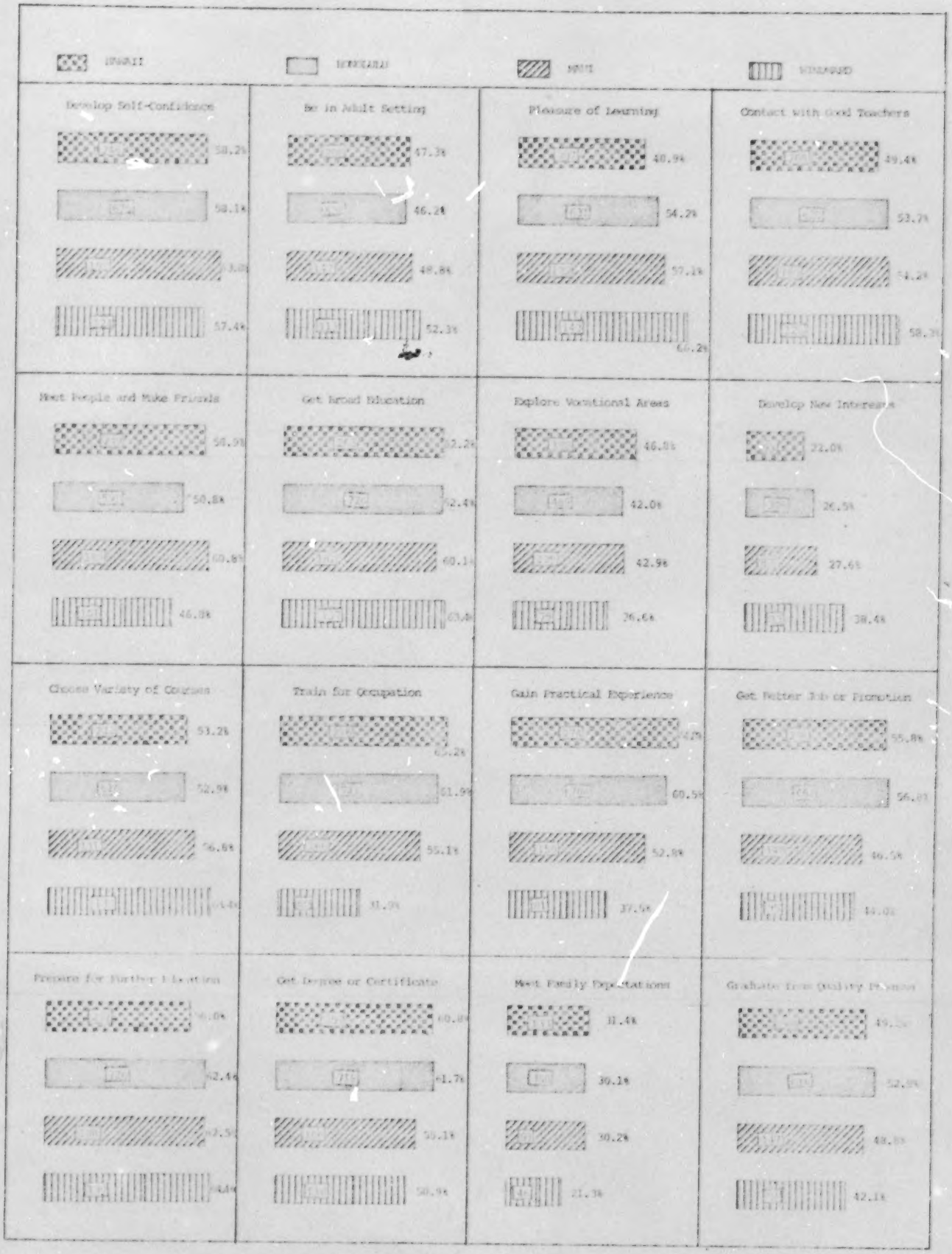
There was greater consensus among the campuses on the goals considered least important: Hawaii, Honolulu, and Maui indicated new interests and family expectations. Windward had a different pattern: family expectations and occupational training were considered least important.

To illustrate the responses of the four campuses on important goals, Figure 2 was prepared.

Students used a five-point scale to indicate the degree to which their expectations had been fulfilled, with "1, largely fulfilled" to "5, not fulfilled." The range in average degree of fulfillment was relatively small and should be considered in studying the listing below of the best and poorest averages:

FIGURE 2

NUMBER AND PERCENTAGE OF CONTINUING STUDENTS WHO CONSIDERED THE GOAL IMPORTANT, BY CAMPUS



	Best Averages	Poorest Averages
Hawaii	friends (1.9), good teachers (2.1), adult setting and learning (2.2)	new interests (2.8), course variety (2.7)
Honolulu	adult setting, learning, good teachers (2.0)	new interests, job promotion, and degree (2.4)
Maui	friends (2.0), learning (2.1)	course variety, degree, and job promotion (2.6)
Windward	adult setting (1.7), learning and friends (1.9)	course variety (2.7), practical experience and job promotion (2.6)

Among the goals with the best averages for fulfillment, three were common: "to meet people and make friends" (Hawaii, Maui, Windward), "to be in a setting where students will be treated as adults" (Hawaii, Honolulu, Windward), and "to learn for the pleasure of learning" (Honolulu, Maui, Windward). Among the goals with the poorest averages for fulfillment were: "to be able to choose from a variety of courses" (Hawaii, Maui, Windward) and "to get a better job or to qualify for promotion (Honolulu, Maui, Windward).

The data in Table 10 also indicate characteristics of students which show statistically significant differences in "degree of fulfillment." Windward students were quite homogeneous in their reactions, while those at Honolulu varied significantly on all goals but one. Furthermore, students at Honolulu reacted differently especially by groupings based on grade point average and age. For the four community colleges, however, the two characteristics that reflected statistically significant differences were program and age. For example:

--at Honolulu, "explore various vocational areas," the average degree of fulfillment, by program, was:

liberal arts	2.6
hotel/food services	2.3
public services	2.0
technology	2.2
education	1.0
others	2.5

--at Maui, "prepare myself for further education," the average degree of fulfillment, by age, was:

18 and under	2.3
19 - 21	2.0
22 - 24	3.4
25 - 29	2.1
30 and over	2.5

(See Statistical Details for specific data on statistically significant differences.)

4. Evaluations of Community College Experience

Students were asked to evaluate their community college experience on a five-point scale in 10 specific areas and to give an overall evaluation. The data in Table 11 show: (a) the percentage of respondents who rated the items; (b) the average rating for each item; and (c) student characteristics which showed statistically significant differences in the average ratings. Among the major findings are:

a. Percentage of respondents who rated the items: Generally, more than 80 percent of the students at Hawaii and Maui rated the items. Windward and Honolulu had a lower rate of response.

b. Overall evaluation: All four campuses had similar evaluations in the following order: Windward (2.0), Honolulu (2.1), Maui (2.2), and Hawaii (2.3). (Note: "1" represented the most favorable rating on a five-point scale.)

c. Best average ratings: The four campuses gave the best average ratings to instructors' background (range of 1.8 to 2.1) and instructors' helpfulness (range of 1.9 to 2.0). All campuses but Maui also gave a good rating to the grading system (range of 2.0 to 2.2); Maui students chose counselors' helpfulness (2.1).

d. Poorest average ratings: Students at the four community colleges agreed on extra-curricular activities (range of 2.8 to 2.9). Students at Hawaii, Honolulu, and Windward gave poor ratings to course availability (range of 2.6 to 3.0). Orientation information was rated poor at Hawaii, Honolulu, and Maui, and facilities/equipment at Hawaii, Maui and Windward.

e. Characteristics reflecting statistically significant differences: Differences occurred with least frequency at Windward and most often at Honolulu. The characteristic which resulted in the greatest number of statistically significant differences was age at Honolulu (10 items), Maui (6), and Windward (4). "Fall 1976 plans" was the differentiating characteristic at Hawaii (6 items).

Figure 3 illustrates the average campus ratings for every item on which students evaluated their community college experience.

TABLE 11

EVALUATIONS OF COMMUNITY COLLEGE EXPERIENCE

Opinions	Student: Respondents: No.	Student: Respondents: Percent[a]	Student: Average Rating[b]	Student: Levels of Stat. Significance[c]	Counselor: Respondents: No.	Counselor: Respondents: Percent[a]	Counselor: Average Rating[b]	Counselor: Levels of Stat. Significance[c]	Instructor: Respondents: No.	Instructor: Respondents: Percent[a]	Instructor: Average Rating[b]	Instructor: Levels of Stat. Significance[c]	Withdrawn: Respondents: No.	Withdrawn: Respondents: Percent[a]	Withdrawn: Average Rating[b]	Withdrawn: Levels of Stat. Significance[c]
Instructors' background	372	87.9	2.1	Entry*; Fall Plans*	920	79.0	1.8	Age***; GPA***; Program*	251	83.4	2.1		163	75.5	1.9	
Instructors' helpfulness	370	87.5	2.3	Sex*; GPA**; Program**	922	79.2	1.9	Sex*; Age***; GPA***; Prog*	253	84.1	2.0	GPA**	161	74.5	1.9	
Instructional methods	367	86.8	2.4	Age**; Prog**	917	78.8	2.2	Age***; GPA***	253	84.1	2.3	Sex*; Age**; GPA*; Entry**	160	74.1	2.1	Age***
Ed/Voc counseling	364	86.1	2.4	Fall Plans*; Program*	897	77.1	2.1	Age**; Entry**; Fall Plans*	239	79.4	2.2	Age**; Prog*; Entry*; Fall Plans*	153	70.8	2.3	Age**
Counselors' helpfulness	346	81.8	2.4	Fall Plans*	878	75.4	2.1	GPA**; Entry*; Fall Plans*	241	80.1	2.1	Sex*; Age**; Entry**	142	65.7	2.2	Age*
Orientation information	355	83.9	2.7	GPA*; Entry**	883	75.9	2.4	Age***; Entry**	234	77.7	2.6	Sex*; Age**	149	69.0	2.3	Program*
Course availability	361	85.3	2.3	Program***	911	78.3	2.5	Age*; GPA**; Entry***	244	81.1	2.5		160	74.1	3.0	Program*
Grading system	363	85.8	2.2	Entry**; Fall Plans*	919	79.0	2.0	Age***; GPA***; Program*	245	81.4	2.3		159	73.6	2.0	
Facilities/equipment	367	86.8	2.6		911	78.3	2.3	Age**; Entry*	247	82.1	2.6	Age**	158	73.1	2.5	Fall Plans*
Extra-curric. activities	347	82.0	2.9	Program**; Fall Plans*; Sex*	859	73.8	2.9	Age**; GPA**; Program**; Fall Plans**	221	73.4	2.9	Age*	134	62.0	2.9	
Over-all evaluation	361	85.3	2.3	Fall Plans**	908	78.0	2.1	Age***; GPA***; Program*; Entry*	244	81.1	2.1		154	71.3	2.0	Age*

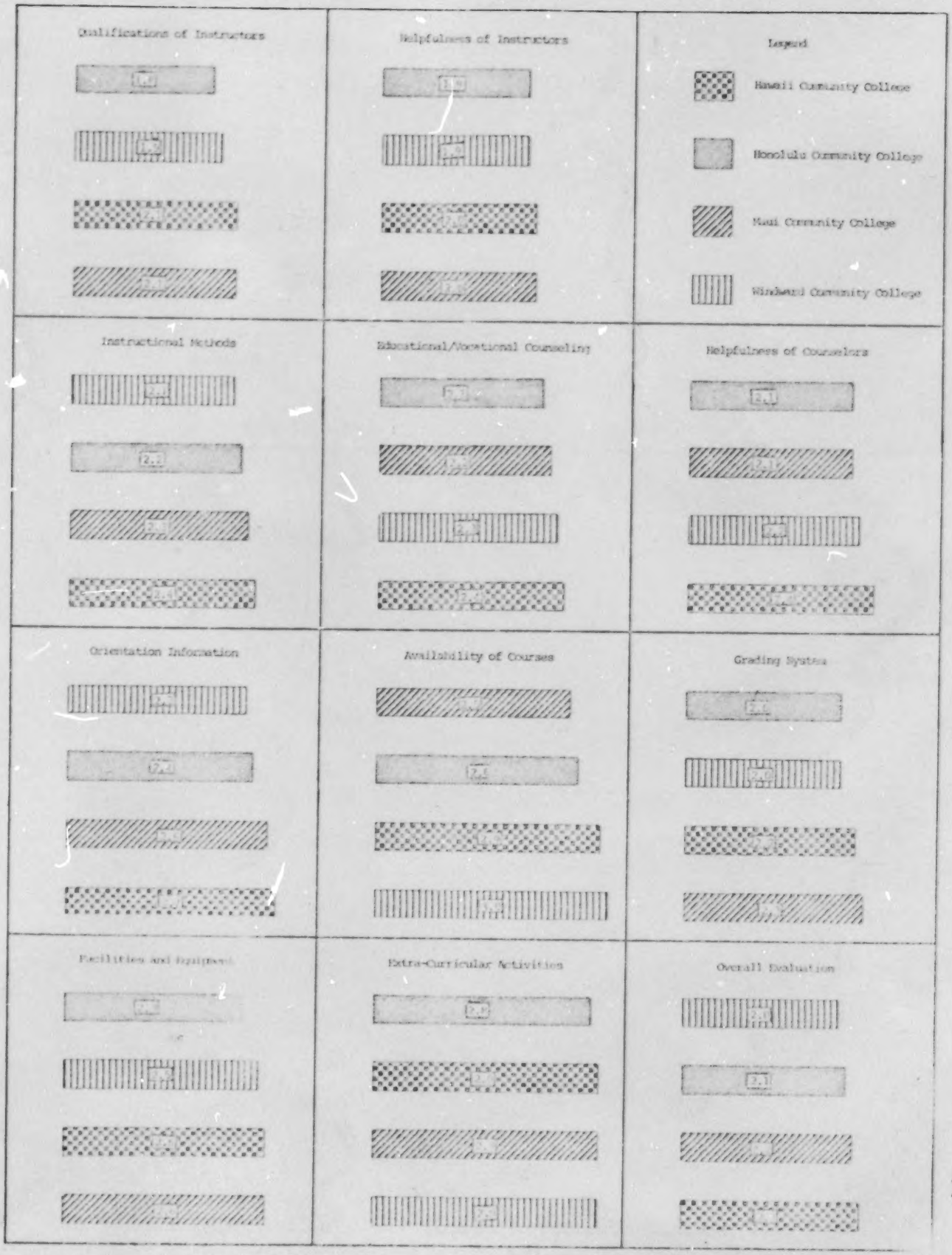
[a]Percent of [illegible] who evaluated the item
Number of respondents on that sample

[b]Average rating: students rated each item on a five-point scale with "1" representing the most favorable rating.

[c]Based on [illegible] variance and denoted thus: * .05 level
** .01 level
*** .001 level

FIGURE 3

EVALUATION OF COMMUNITY COLLEGE EXPERIENCE, BY CAMPUS AVERAGE RATINGS



D. Concluding Comments

Due to the cooperation of the deans of students at Hawaii, Honolulu, Maui, and Windward Community Colleges, it was possible to conduct this study of Fall 1975 entering students continuing in the same community college one semester later. This survey of continuing students gives us information on the motivations and evaluations of our students after their first semester.

Some conclusions from our analysis of campus results follow:

1. The importance of proximity and program: "Close and convenient" was the chief reason for student selection of a community college at Hawaii, Maui, and especially at Windward, but availability of a desired program attracted students to Honolulu Community College. This is not surprising in view of the variety of career programs offered by that campus. Honolulu's wide appeal is reflected in the fact that of its 1,164 responding students, 307 indicated Kapiolani as most convenient, 160, Leeward, and 163, Windward.

   Not unexpected was the greater proportion of students on the neighbor islands (Hawaii and Maui) than on Oahu (a) who indicated "low cost" as the sole reason for selecting their community college and (b) who actually attended the most convenient college. Relatively few students who indicated either Hawaii or Maui Community College as being most convenient went to Honolulu and none went to Windward.

   The great majority of Windward's students likewise attended their most convenient college. Since Windward is the newest community college in the State, still in the process of broadening its offerings, it should consider the selective development of relevant programs unique to the community colleges. This may enhance its appeal to entering students and add further diversity to its student body.

2. The predominance of plans to continue education in Fall 1976: About 90 percent of the students on all four campuses plan to continue their education in Fall 1976--most of them by returning to their present campus. Many, however, also intend to work, especially on a part-time basis.

   The proportions of students with plans to transfer to another college were greatest at Windward (22 percent) and Maui (15 percent). Many students with transfer plans intended to go to the Manoa campus except those at Hawaii Community College where more chose Hilo College. Quite a few students, however, planned to transfer to other community colleges, especially to Honolulu and Kapiolani.

   The stability of student plans one semester ahead is not known. In Fall 1976, we hope to study (a) the students who planned to return to their present campus to see what proportions actually do so and (b) the students with plans to transfer to see what proportions do so and whether they actually go to the college of their choice.

3. Further education and broad education considered important: Unlike the 1971-72 graduates of the community colleges who responded to the same list of goals, continuing students after one semester in these four community colleges considered relatively few goals as being important to them. On an average, 8 goals were selected out of a total of 16.

   Each college differed in the goals considered important by the highest percentage of respondents: occupational training and practical experience (65 percent) at Hawaii; broad education and further education (62 percent) at Honolulu; self-confidence (64 percent) at Maui; and learning (66 percent) at Windward. Honolulu students may surprise some by their choice of goals. Two that were among the top were broad education and further education (three campuses), followed by occupational training on two campuses--Hawaii and Honolulu. These goals are quite different from the top three of the 1971-72 graduates who chose occupational training (84 percent), degree (79 percent), and practical experience (78 percent). Further analysis will be made of these differences at a later date.

   The goals considered important by a small percentage of continuing students were common to Hawaii, Honolulu, and Maui--new interests and family expectations--and to 1971-72 graduates. Windward was alone in giving occupational training little importance; only 32 percent considered this goal important. This again reflects Windward's curriculum and student body, chiefly in the liberal arts.

4. Fulfillment of expectations: Among the goals with the best averages for fulfillment, three were common to three campuses: making friends, being in an adult setting, and learning for the pleasure of learning. These reflect the favorable ambiance of the community colleges.

   The two goals that had poor averages for fulfillment on three campuses were course variety and job promotion. The sentiment on limited course variety especially needs to be studied by the campuses in their academic planning efforts. Such consideration may require additional funding as well as thorough curriculum reviews.

5. Instruction given best ratings: Students evaluated their community college experience by reacting to 11 items. Their evaluations were made on a five-point scale and generally ranged from B to C. On all four campuses, instructors' background and instructors' helpfulness received the best average ratings, a grade of B. Only at Maui Community College was the helpfulness of counselors given a similar favorable rating.

   The poorest ratings (a grade of C) were given by students on all four campuses to extra-curricular opportunities and on three campuses to course availability and orientation information. These are areas that each community college should examine to consider ways in which opportunities may be broadened in extra-curricular options and course offerings. Furthermore, the

importance of orientation information should not be overlooked by the campuses. Perhaps a closer relationship should be developed with the public high schools to help prospective students to become aware of the programs and environments of the community colleges. Such efforts should aid students in making the transition from high school to college and may increase the probability of their success.

6. The heterogeneity of students: These four community colleges, while sharing some likenesses, are different in the configuration of programs that they offer, and especially in the distribution of students by age and by program. Heterogeneity does not end here.

   The continuing students on one campus, although they all entered in Fall 1975, are by no means homogeneous--they differ significantly in many of their responses regarding the selection of important goals and the evaluation of their first semester's experience in the community colleges. The two characteristics that most often differentiated responses were age of students and the program in which they were registered. As more data on the Fall 1975 entering group are gathered, further analysis should be made of these characteristics and their impact on student choice and reaction.

This study of the motivations and evaluations of continuing students beginning their second semester in the community colleges is the first of its kind in Hawaii. The results are of interest to the four community colleges and should be useful in planning and evaluating instructional, counseling, and other aspects of the community colleges. Another important possibility is to use these results as baseline data for future studies of continuing students so that comparative analysis can be made. In the immediate future, the results of this study will be compared to responses of noncontinuing students in the Fall 1975 entering group. This should prove extremely valuable in analyzing similarities and differences in persisters, nonpersisters, and transfer students.

We conclude with the hope that the community colleges in Hawaii, especially those that participated in this study, will find the results helpful and challenging.

January, 1976

APPENDIX A
THE QUESTIONNAIRE

Dear

We are conducting a longitudinal study of all Fall 1975 entering students to understand better how students progress through the community colleges. We would appreciate your completion of this questionnaire as early as possible.

Please return the questionnaire at the time you register at Station No. 3. Thank you very much.

Shiro Amioka
Chancellor for Community Colleges

SURVEY OF FALL 1975 ENTERING STUDENTS
COMMUNITY COLLEGES

1. In terms of your permanent home address, what community college is nearest to you or most convenient for you to attend? (check one)
   _____1. Hawaii
   _____2. Honolulu
   _____3. Kapiolani
   _____4. Kauai
   _____5. Leeward
   _____6. Maui
   _____7. Windward

2. Are you attending that college:
   _____1. Yes
   _____2. No, because (check one)
      _____a. desired program or courses not available.
      _____b. followed advice of friends or relatives.
      _____c. counseling program not adequate.
      _____d. equipment and facilities not adequate.
      _____e. student body not congenial.
      _____f. general reputation isn't the best.
      _____g. other; specify: _____

3. Why did you select THIS community college:
   _____1. close and convenient
   _____2. low cost; can live at home
   _____3. desired program or courses available
   _____4. friends' or relatives' advice
   _____5. good reputation of this college
   _____6. wanted to live away from home
   _____7. denied admission to another school of my choice
   _____8. other; specify: _____

4. What are your plans for Fall 1976? Check the ones which best describe these plans:
   _____1. return to this campus
   _____2. attend another college; specify: _____
   _____3. work, full time
   _____4. work, part time
   _____5. look for work
   _____6. care for home and/or family
   _____7. serve in the military
   _____8. other; specify: _____

5. What goals were important to you when you entered the community college and to what degree were your expectations fulfilled? Please circle one number in Column A and IF THE GOAL WAS CONSIDERED IMPORTANT, circle one number in Column B.

	Column A This was		Column B IF IMPORTANT, expectations were				
	IMPORTANT	NOT IMPORTANT	LARGELY FULFILLED		SOMEWHAT FULFILLED		NOT FULFILLED
1. To learn to know myself and to develop self confidence.	1	2	1	2	3	4	5
2. To be in a setting where students will be treated as adults.	1	2	1	2	3	4	5
3. To learn for the pleasure of learning.	1	2	1	2	3	4	5
4. To be in contact with good teachers.	1	2	1	2	3	4	5
5. To meet people and make friends.	1	2	1	2	3	4	5
6. To get a broad education.	1	2	1	2	3	4	5
7. To explore various vocational areas.	1	2	1	2	3	4	5
8. To develop new interests in areas such as literature, drama, music, art, politics.	1	2	1	2	3	4	5
9. To be able to choose from a variety of courses.	1	2	1	2	3	4	5
10. To be trained for an occupation.	1	2	1	2	3	4	5
11. To gain practical experience in my field.	1	2	1	2	3	4	5
12. To get a better job or to qualify for promotion.	1	2	1	2	3	4	5
13. To prepare myself for further education.	1	2	1	2	3	4	5
14. To get a degree or certificate.	1	2	1	2	3	4	5
15. To meet the expectations of my family and friends.	1	2	1	2	3	4	5
16. To graduate from a school with a quality program.	1	2	1	2	3	4	5

6. Circle the number which comes closest to expressing your opinion of your community college experience:

	1	2	3	4	5
1. Instructors	Well qualified & experienced		Average		Lacked preparatio & experience
2. Instructors	Always willing & available to help		Available & helpful		Not available Not willing to he
3. Method of instruction	Stimulating & promoted thinking		Adequate		Uninteresting
4. Educational/vocational counseling	All the help needed		Normal assistance		Not helpful
5. Counselors	Very helpful in choosing occupation or major field		Average help		Not available or not helpful
6. Orientation information about college programs and services	Comprehensive		Adequate		Inadequate
7. Course availability	Enough sections offered				Too many sections closed
8. Grading system	Fair and good standards		Okay		Too easy in gradin
9. Facilities and equipment	Very good		Adequate		Poor
10. Extra-curricular activities	Wide variety of well planned activities		Some activities		Inadequate
11. Overall evaluation of experience	Very good		Adequate		Inadequate

7. What are your suggestions for improving this community college?

_____

_____

_____

_____

_____